

## NUTRITION AND FOODS

### COURSE DESCRIPTION

Nutrition and Foods is a specialized course with emphasis on helping students understand the significance of food, principles of nutrition, and the relationship of nutrition to health and well-being. The course offers the students opportunities to develop skills in the selection, preparation, storing, and serving of food, meal management to meet individual and family nutrition needs across the life span, and optimal use of food resources. Careers and occupations in nutrition and food industries will be explored.

The integration of Family, Career and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement.

**Pre-requisite:** None

**Recommended Credits:** ½-1 credit

**Recommended Grade Level:** 10-12

**Note:** Learning expectations to be completed for one-half credit have no asterisk. Additional learning expectations to be completed for one credit are identified with one asterisk.\*

<b>NUTRITION AND FOODS STANDARDS</b>
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- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.
- 2.0 Students will analyze factors that influence nutrition and food practices in a multicultural society.
- 3.0 Students will demonstrate practices that meet the nutritional needs of individuals and families across the life span.
- 4.0 Students will apply management principles in meeting nutritional needs.
- 5.0 Students will demonstrate safety and sanitation procedures when handling, preparing, storing, and serving food.
- 6.0 Students will demonstrate the ability to plan, prepare, and serve nutritious and appealing foods.
- 7.0 Students will explore opportunities and preparation requirements for careers in nutrition and food industries.

## **NUTRITION AND FOODS**

### **STANDARD 1.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine the components of FCCLA and the relationship to the Nutrition and Foods course of study.
- 1.2 Assess factors involved in successful leadership skills, citizenship traits, and teamwork traits.
- 1.3 Plan activities using the FCCLA Planning Process.
- 1.4 Apply leadership, citizenship, and teamwork skills as an integral part of classroom activities.

### **PERFORMANCE STANDARDS**

The student:

- 1.1 Relates the components of FCCLA to classroom activities.
- 1.2 Assesses teamwork skills that are appropriate to a foods lab situation.
- 1.3 Implements an activity to promote good nutrition using the FCCLA Planning Process.
- 1.4 Uses appropriate leadership and citizenship behavior.

### **SAMPLE PERFORMANCE TASKS**

- Classify leadership skills, citizenship traits, and teamwork traits as positive or negative.
- Develop a list of teamwork skills needed in the foods lab.
- Implement Power of One: A Better You, Working on Working, Speaking Out for FCCLA, Family Ties, and Take the Lead
- Invite a state officer, a former FCCLA member, or community leader to speak to the FCCLA chapter members..

### **INTEGRATION/LINKAGES**

Extra-curricular activities, Vocational Student Organizations, Stop the Violence, Student Body, FCCLA National Program Pamphlet, FCCLA Co-Curricular Chapter Handbook, FCCLA Chapter Handbook

## **NUTRITION AND FOODS**

### **STANDARD 2.0**

Students will analyze factors that influence nutrition and food practices in a multicultural society.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Evaluate the influence of social, psychological, and technological changes on nutrition and food practices.
- 2.2 Analyze family food patterns for expression of family values and customs.
- 2.3 Assess current health concerns related to nutrition and food.
- 2.4 Compare factors affecting national and international food supply and distribution. \*
- 2.5 Evaluate food habits and meal patterns in terms of cultural influences. \*
- 2.6 Exhibit an awareness of the variety of food choices available in our multicultural society.\*

### **PERFORMANCE STANDARDS**

The student:

- 2.1A Inventories the influences on personal eating habits.
- 2.1B Identifies ways food satisfies psychological and social needs.
- 2.1C Evaluates the most efficient use of fast foods and convenience foods as nutrition sources.
- 2.2A Identifies and compares family values and customs.
- 2.2B Proposes ways nutritional needs may be met for individuals in self-care, including children, older adults, and persons with special needs.
- 2.3 Examines health concerns related to nutrition and food.
- 2.4 Develops a list of factors that affect national and international food supply and distribution.
- 2.5 Researches food habits and meal patterns of various cultures.
- 2.6A Analyzes food customs of the community.
- 2.6B Determines the effects of regional agriculture and technology on food choices.

### **SAMPLE PERFORMANCE TASKS**

- Keep a food diary and evaluate the reasons for food choices.
- Interview an older adult to determine the types of fast foods and convenience foods they had when they were young.
- Survey classmates to determine family values and customs.
- Make a chart depicting results of values and customs survey.

- Create a news release on inspection of fast food restaurants.
- Create a collage of newspaper articles relating to national and international food supply.
- Research the food customs of various religions and share findings.
- Prepare a report on a current nutrition fad and determine its validity.
- Visit a health food store to assess the food products available.
- Discuss influences of religion and ethnicity on foods served on special occasions.

### **INTEGRATION/LINKAGES**

Tennessee Department of Health, computer skills, Guidance, Language Arts, Library, FCCLA Power of One: A Better You, Family Ties, Speak Out for FCCLA, Working on Work, and Take the Lead, Families First, Star Events: Illustrated Talk, Applied Technology, Chapter Service, Focus on Children, Skills for Life, English II Gateway Standards 1.0, 2.0, 3.0, 4.0; Algebra I Gateway Standards 3.0

## **NUTRITION AND FOODS**

### **STANDARD 3.0**

Students will demonstrate practices that meet the nutritional needs of individuals and families across the life span.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Apply basic principles of nutrition to promote healthy food choices.
- 3.2 Determine the relationship of nutrition to individual and family health.
- 3.3 Demonstrate the use of dietary guidelines in making wise food choices.
- 3.4 Analyze nutritional adequacy of selected diets using available technology.
- 3.5 Analyze the reliability of nutrition information.\*
- 3.6 Evaluate claims made for dietary supplements, diet aids, and diet fads.\*

### **PERFORMANCE STANDARDS**

The student:

- 3.1A Defines commonly used terms related to nutrition, health, and wellness.
- 3.1B Identifies the nutrients, their functions, and food sources.
- 3.1C Compares the nutritive value of various foods in relation to the health and wellness needs of individuals and families.
- 3.1D Outlines strategies for prevention, treatment, and management of diet-related diseases and eating disorders.
- 3.1E Selects nutritious foods away from home and evaluates cost versus benefit.
- 3.2A Describes the effects of nutritional intake on health, appearance, performance, and personal life.
- 3.2B Explains the relationship of activity levels and calorie intake to health and wellness, including weight management.
- 3.2C Explains the relationship of nutrition and stress.
- 3.3A Explains the food pyramid and various dietary guidelines.
- 3.3B Compares recommended dietary allowances (RDA) throughout the life cycle.
- 3.3C Applies dietary guidelines to meet nutritional needs throughout the life cycle.
- 3.4A Uses available technology to compare personal food intake to recommended guidelines.
- 3.4B Interprets nutrition assessment data from available technology.
- 3.4C Uses decision making skills to improve eating habits, exercise, and management of optimum weight.
- 3.5A Demonstrates the process for locating valid sources of nutritional information.

- 3.5B Identifies services provided by local, state, and federal food-related agencies.
- 3.6A Compares cost and claims of various diet products/systems.
- 3.6B Identifies appropriate uses of diet products.

### **SAMPLE PERFORMANCE TASKS**

- Create a crossword puzzle using terms related to nutrition, health, and wellness.
- Using poster board and magazine pictures, make a poster or mobile for each nutrient showing foods which are good sources of that nutrient.
- Write a newspaper article educating peers about adolescent nutritional needs and effects on health, appearance, performance and personal life.
- Plan a basic nutrition lesson for primary school children and present.
- Calculate desirable body weight and estimate energy requirements.
- Develop a lifelong weight management plan.
- View video “Dying to be Thin”. Discuss the different types of eating disorders and their effects.
- Using magazine and newspaper articles about nutrition, analyze information for validity.
- Compares costs and claims of various diet products.
- Using an available software program, analyze personal diet and use data to set goals for improvement.
- Research nutritive supplements and share findings.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards 9.3, 9.4, 9.5, 9.6, Algebra I Gateway Standard 1.1, English II Gateway Standards 1.01, 1.03, 2.02, 2.05, 3.05, 4.02, 4.03, FCCLA National Programs (Power of One, Leaders at Work, Families First, STAR Events, Tennessee Department of Health, newspapers, supermarkets, homes for the elderly

## **NUTRITION AND FOODS**

### **STANDARD 4.0**

Students will apply management principles in meeting nutritional needs.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Describe a variety of factors affecting consumer food purchases.
- 4.2 Determine the effects of work space, tools, equipment, and technology on food preparation.
- 4.3 Plan and evaluate individual and family meals.
- 4.4 Analyze the influence of advertising on consumer buying\*
- 4.5 Determine ways family members assuming multiple roles can apply food management skills\*

### **PERFORMANCE STANDARDS**

The student:

- 4.1A Examines and interprets food labels.
- 4.1B Computes and compares the unit price of various products.
- 4.1C Compares foods as to nutritional content and serving size.
- 4.1D Analyzes food costs and budgeting needs.
- 4.2A Evaluates kitchen work and storage areas for efficient family meal preparation, service, and clean-up.
- 4.2B Evaluates the use of kitchen equipment and tools for efficient meal preparation.
- 4.2C Compares the cost, nutrition value, and preparation time of meals from convenience foods and conventional recipes.
- 4.3 Uses dietary guidelines to plan nutritious meals.
- 4.4 Evaluates strategies used in advertisements and their effects on consumer food purchasing.
- 4.5 Designs a time plan for meal management to assure effective utilization of human and non-human resources.

### **SAMPLE PERFORMANCE TASKS**

- Using newspaper ads, compare the cost of various foods at different seasons.
- Comparison shop for food items.
- Identify required and additional information listed on food item labels.
- Visit a supermarket and compare the unit price of different brands of the same item.
- Evaluate a kitchen for efficient organization of work centers and related work task equipment.



- Create a time plan for a meal and identify work simplification techniques that can be used.

### **INTEGRATION/LINKAGES**

English II Gateway Standards 1.01, 1.03, 2.02, 2.05, 3.01, 3.05, 4.02, 4.03, Algebra I Gateway Standard 1.1, FCCLA National Programs, Power of One, STAR Events, Leaders at Work, Families First, Tennessee Department of Health, newspapers, supermarkets, Federal Drug Administration, Family and Consumer Sciences National Standards 9.3, 9.5, 9.6, 14.3, 14.4, 14.5

## **NUTRITION AND FOODS**

### **STANDARD 5.0**

Students will demonstrate safety and sanitation procedures when handling, preparing, storing, and serving food.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Identify potential safety and sanitation hazards in the kitchen
- 5.2 Determine health and wellness risk involved when safety and sanitation principles are not followed.
- 5.3 Demonstrate safety and sanitation practices when handling, storing, preparing, and serving food.

### **PERFORMANCE STANDARDS**

The student:

- 5.1 Surveys a kitchen for potential safety and sanitation hazards that exists.
- 5.2 Discusses causes, symptoms, and treatment of common foodborne illnesses.
- 5.3A Identifies personal hygiene practices that should be used in the kitchen.
- 5.3B Identifies kitchen sanitation steps to take for prevention of cross-contamination.
- 5.3C Describes proper food storage.

### **SAMPLE PERFORMANCE TASKS**

- View “All Hands On Deck” and practice good hand-washing procedures.
- Inventory and prepare posters with potential hazards in the kitchen.
- Conduct a safety check of a kitchen.
- Demonstrate the proper use and care of a knife.
- Write a public service announcement for radio or television including a jingle or slogan to help people remember a specific of personal or kitchen cleanliness.
- Prepare a pamphlet listing simple first aid procedures for poisonings, cuts, burns, falls, and electric shock.

### **INTEGRATION/LINKAGES**

Algebra I Gateway Standard 1.1; English II Gateway Standards 1.01,1.03, 2.02, 2.05, 3.01, 3.05, 4.02, 4.03, Power of One: A Better You, Family Ties, Leaders at Work, Families First, Star Events: Illustrated Talk, Applied Technology, Chapter Service, Entrepreneurship, Focus on Children, Skills for Life, Tennessee Department of Health, newspaper, grocery store, FDA, “All Hands On Deck” video, FACS National Standards 9.2, 14.3, 14.4



## **NUTRITION AND FOODS**

### **SANDARD 6.0**

Students will demonstrate the ability to plan, prepare, and serve nutritious and appealing foods.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Demonstrate skills and procedures in applying principles of food preparation.
- 6.2 Prepare nutritious foods appropriate for individuals, families, and small groups.
- 6.3 Practice etiquette, food presentation, and table service appropriate for specific situations.
- 6.4 Research and compare ethnic and foreign foods.\*
- 6.5 Identify and compare methods of food preservation and food preservatives.\*

### **PERFORMANCE STANDARDS**

The student:

- 6.1A Uses correct procedures when following recipes.
- 6.1B Uses principles of food preparation that preserve nutrients and enhance flavor and appeal of food.
- 6.1C Changes the yield of a recipe.
- 6.1D Plans and follows time-work schedules.
- 6.2 Follows basic principles in preparing selected foods.
- 6.3A Demonstrates appropriate table etiquette and table service.
- 6.3B Selects appropriate table appointments for various occasions.
- 6.3C Demonstrates the use of aesthetic principles to plan meals or work with foods in a creative way.
- 6.4A Identifies and researches the origins of foods of the seven main regions of the United States.
- 6.4B Prepares foods representative of the seven main regions.
- 6.4C Identifies and researches food customs of Latin America, Europe, the Mediterranean Countries, the Middle East and Africa, and Asia.
- 6.4D Prepares foods native to Latin America, Europe, the Mediterranean Countries, the Middle East and Africa, and Asia.
- 6.5 Examines various preservatives used and methods of preserving food.

### **SAMPLE PERFORMANCE TASKS**

- Working in groups, plan lab experiences, and using appropriate procedures, prepare various foods.
- Using computation skills, change the yield of several recipes.
- In laboratory groups, plan and prepare cereals, quick breads, and eggs.
- In laboratory groups, plan and prepare foods such as meats, vegetables, and breads.
- Role-play various situations using appropriate table etiquette.
- Set a table using appropriate table appointments according to a given menu.
- Conduct a table setting contest where students choose table appointments with a theme.
- Prepare a garnish for several food dishes.
- Research ethnic and foreign foods and prepare examples of them.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards 9.3, 9.6, 14.1, 14.3, 14.5, National FCCLA Programs; STAR Events, Power of One, Families First, Career Connection, Community Service, Dynamic Leadership, Japanese Exchange Program, Algebra I Gateway Standards 1.0, 1.4, English II Gateway Standards 1.0, 2.0, 3.0, 4.0, Technology, Government Agencies, leadership and teamwork skills

## **NUTRITION AND FOODS**

### **STANDARD 7.0**

Students will explore opportunities and preparation requirements for careers in nutrition and food industries.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Evaluate jobs and preparation requirements for careers in nutrition and food industries.
- 7.2 Assess personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and food industries.
- 7.3 Evaluate job market opportunities locally and otherwise.\*
- 7.4 Compare personal goals to career opportunities within food areas.\*

### **PERFORMANCE STANDARDS**

The student:

- 7.1 Investigates the jobs and preparation requirements for careers in nutrition and food industries.
- 7.2 Compares personal qualifications, interests, values, and educational preparation necessary for employment in nutrition and food industries.
- 7.3 Formulates a list of job market opportunities.
- 7.4 Relates personal goals to career opportunities.

### **SAMPLE PERFORMANCE TASKS**

- Formulate a list of entry level skills relating to food service.
- Invite a guest to lead a class discussion about the responsibilities/job requirements of nutrition and the food industry occupations.
- Interview a manager or other employee from a food service area.
- Write a term paper about a desirable occupation to pursue after graduation.
- Compare personal goals to the opportunities in the occupations.

### **INTEGRATIONS/LINKAGES**

Family and Consumer Sciences National Standards 1.1, 9.0, National FCCLA Programs; STAR Events, Dynamic Leadership, Leaders at Work, Power of One, Algebra I Gateway Standards 1.01, English II Gateway Standards 1.01, 1.03, 2.02, 2.05, 3.01, 3.01, 3.05, 4.02, 4.03, Technology, Government and community agencies and resources